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ABSTRACT

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering qualtiy reading instruction and as models for improvement where there is a need for change. This sixth booklet focuses on the roles and responsibilities of school district personnel in a local Right to Read program. Included is a series of narratives describing how various people working in or with a school district can help implement a local program. Each narrative is followed by a self-evaluation checklist. The personnel roles described are the classroom teacher, the library/media specialist, the reading resource specialist, the principal, the superintendent, and the members of the board of education. (AEA)

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Wisconsin
Handbook for Reading Improvement
Section F- Staff Roles & Responsibilities

developed by
Wisconsin Right to Read Effort

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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FOREWORD

The ability to read assumes added dimensions and relevance in a constantly changing world. There is increased national and state emphasis on improved reading instruction in public schools in response to changing needs. To equip learners to function effectively as adults in this climate of change, educators are charged with the complex task of offering instruction which will permit all learners to read to the limit of their potential.

The materials in this handbook are presented for two reasons: (1) to provide resources which will assist Wisconsin public schools to continue to offer high quality reading instruction, and (2) to provide a model for improvement where the need for change has become evident. The concepts and activities presented are representative of methods and approaches which hopefully will lead to a keener understanding and full-scale implementation of the components of an effective K-12 reading program.

Eunice Bethke, Ph.D.
Chief, Reading Section

Wisconsin Handbook for Reading Improvement

Section A- The National, State & Local Right to Read Effort
Section B- Right to Read & the Community
Section C- Advisory Councils
Section D- Publicity & Public Relations
Section E- Assessment
Section F- Staff Roles & Responsibilities
Section G- Inservice
Section H- Volunteer Programs

Bulletin No. 0117

SECTION F

ROLES AND RESPONSIBILITES

INTRODUCTION

This section has been written with a focus on the roles and responsibilities of school district personnel as they relate to the development of a local Right to Read program. It does not include an enumeration of the roles and responsibilities of the local Right to Read director. The entire handbook does that, really.

In addition, various community agencies, institutions and organizations and their staffs or members have been omitted. An entire section of the manual is devoted to Right to Read and the Community. The omission of the specific community service agencies from this section should not be inferred as lack of awareness of the contribution they can make.

Included here is a series of narratives describing how various people working in or with a school district can help implement a local Right to Read program. Each narrative is followed by a self-evaluation checklist. You may want to duplicate the narratives and checklists for distribution to the various staff members. The following people and positions are part of this section:

The Classroom Teacher
The Library/Media Specialist
The Reading Resource Specialist
The Principal
The Superintendent
The Board of Education

The Classroom Teacher and Right to Read

The classroom teacher can be the single most important school factor influencing student progress. The curricular design, school facility, pupil-teacher ratio, socio-economic level of the student population and collection of available instructional materials and equipment are all relevant. It is up to the teacher, however, to prevent and remediate failure to acquire literacy skills. Every teacher can have a beneficial effect on student self-concept, motivation to read for informational and recreational purposes and development of expertise in reading and communicating.

Content area teachers are continually challenged to help their students read, interpret and respond to printed material. Often they have not received any special training in how to help students who come to their classes unable to understand the textbook and other supportive materials.

There are five main ways in which every teacher can enhance literacy development in his/her classroom. The following narrative describes each. It is accompanied by a self-evaluation form that can be used to help you explore all of the avenues for bringing the Right to Read into your classroom. Listed below are the five broad areas to be considered:

I. Evaluation of student literacy abilities and attitudes
II. Development of literacy skills
III. Development of a positive attitude
IV. Utilization of instructional materials
V. Professional growth

I. Evaluation of student literacy abilities and attitudes

It will be necessary for you to determine first the interests and abilities of your students. Standardized test scores already on file can provide you with normed data for your students. From this you can gain an overview of each of your classes.

But that is not enough to help you make decisions about individual strengths and weaknesses. Informal reading inventories, interest inventories, attitude tests and classroom observation can assist you in discovering valuable information about each student's present level of development. Be sure to remember that self-concept, attitude, interest and motivation to learn can be as influential on student achievement as aptitude. These considerations should not be overlooked as possible strengths or weaknesses.

II. Development of literacy skills

Years of study and research continue to underscore the fact that there is no one "best" approach to teaching reading. Individual differences in student attitudes and aptitudes, learning materials, educational philosophies and instructional strategies all influence the way literacy skills can be taught or reinforced.

It is essential that every teacher understand the reading and communication process. This involves being able to measure the reading difficulty level (readability) of materials being used, determine the discrepancy between the skill development of students and the materials they use daily and devise ways to alleviate this discrepancy as much as possible. Because it is often unreasonable to request adoption of a new textbook if you discover that the one you are using is too difficult for many of your students, you might want to explore ways to teach your classes special study skills and to supplement the textbook with easier instructional materials.

III. Development of a positive attitude

Each student's beliefs about his/her own learning abilities, perception of teacher expectation of performance and desire to attend school all affect how much is learned. Student attitudes about school are influenced by the home environment, perspectives of family members and peers and the past experiences the student has had in school. Often achievement in literacy is hampered more by one's belief that he/she is not able to—or does not want to—read and communicate than it is by actual intellectual inability to do so.

Classroom teachers can consciously build positive attitudes in students. By individualizing instruction as much as possible, making classroom activities interesting and meaningful and reinforcing success, teachers can affect student motivation. Informing parents of their important role at home and involving them in significant school activities also can affect student attitudes.

IV. Utilization of instructional materials

Students learn in a variety of ways. Some learn best by listening, others by observing, others by doing, and still others by a combinaton of all of the above. Ideally, materials should be available in a wide range of formats. Your library/media specialist can be of service to you both in selecting and purchasing materials. Obviously, the "best" materials will be those that most nearly meet the objectives of the class as well as the individual learning style of the student.

If commercially prepared materials do not meet your instructional objectives, try making your own with the assistance of your media specialist. Many students enjoy the opportunity to produce audiovisual aids. This can provide you with valuable teaching aids while offering the student a worthwhile learning experience.

Time can be set aside during class to allow students to explore materials containing further information about subjects related to the unit being studied. Classroom collections can be made available in the room, or students could go to the library/media center to do research. Free reading time could also be designated one or more times during the week for informational or recreational reading.

V. Professional growth

Many classroom teachers have never had a college or university course teaching the fundamentals of reading. However, there are many ways in which teachers can increase their understanding of the reading process.

One of the most effective ways is, of course, enrollment in an extension or on-campus reading course. Using professional books and journals, attending workshops and conferences, joining professional associations and encouraging the establishment of a series of inservice sessions on reading and literacy are all effective ways of fostering professional growth.

Self-Assessment Form
The Classroom Teacher and Right to Read

Directions: Read each of the items in the five major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Evaluation of student literacy abilities and attitudes						
A. Be familiar with materials and methods of evaluating student literacy abilities and attitudes.						
B. Use the data collected to determine student strengths and weaknesses.						
C. Continually assess student achievement and interest in literacy.						
D. Observe individual student progress or changes in knowledge and attitudes.						
II. Development of literacy skills						
A. Know about the reading process.						
B. Be familiar with the literacy and study skills needed to learn your subject area.						
C. Organize your instructional strategy to accommodate individual student literacy needs.						
D. Know ways to determine the reading difficulty level (readability) of textbooks and materials used in your class.						
E. Use special techniques to help students develop literacy skills necessary to learn the content of your course.						
III. Development of a positive attitude						
A. Cooperate with fellow teachers, administrators, the librarian/media specialist and the community.						
B. Create a pleasant learning environment in your classroom.						
C. Help establish harmonious social relationships within the classroom by encouraging and reinforcing student interaction that leads to learning.						
D. Invite ways in which students can be made aware of new interests and values.						
E. Encourage the development of an enthusiastic attitude toward reading and literacy.						
F. Help students clarify and deal with feelings through observation and interaction.						
IV. Utilization of instructional materials						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
A. Provide a variety of types and levels of reading and instructional materials.						
B. Search for new, more effective materials and methods.						
C. Schedule time for supplementary reading and study by students.						
D. Select or produce instructional materials in many formats.						
V. Professional growth						
A. Enroll in college or university courses dealing with literacy instruction.						
B. Join and participate in professional organizations.						
C. Attend workshops, conferences and inservice sessions.						
D. Keep current with trends and issues in literacy through professional readings.						

School Library Media Personnel and Right to Read

As a librarian or media specialist, you are in the perfect position to serve as a valuable link between students and print/non-print materials, between classroom teachers and print/non-print teaching aids, between students and teachers, between students and students, and, perhaps most importantly, between your school and the community.

This liaison function underscores the important contributions the media specialist can make to improve literacy opportunities in the school. As an essential member of the reading and literacy team, the librarian can work closely with reading specialists, classroom teachers and students. School library/media personnel are in a position to help identify student interests, reinforce or motivate the desire to read and encourage the development of positive reading habits.

Recently all local Right to Read directors in Illinois and the library/media personnel in Right to Read schools were surveyed to determine what they believed should be the role of school media services in a local Right to Read effort. Six areas of service, all centering on cooperative activities received the support of a large majority of those questioned.[1] They are listed and discussed below.

I. Acquisition of Materials

It is important to build a media collection with a variety of materials, some which challenge the most advanced student and others which encourage the slow and reluctant reader. Media specialists can support the development of Right to Read in the school by asking teachers and students for their suggestions or evaluation of materials being considered for purchase.

Media personnel should be familiar with the school's curriculum: textbooks, teaching practices, units of study and special classroom activities. Visiting and having conferences with fellow faculty members can offer valuable insights and opportunities to provide enrichment materials for class activities. Ninety-five percent of those responding to the questionnaire felt that the media staff could help Right to Read through the acquisition of well-selected materials.

II. Service to the Local Right to Read Advisory Council and other Committees

The librarian's knowledge of the development, organization and uses of instructional media can be a great asset to the Right to Read effort. The local Right to Read directors surveyed offered strong support for the involvement of library/media personnel in Right to Read Advisory Council activities. Other school work groups, such as curriculum or inservice education committees, also need the cooperation and advice of the media staff. Because the school media center can and should serve as the hub of all learning activities in the school, its staff should be represented in as many educational endeavors as possible.

III. Utilization of facilities

Media center facilities can be used for individual student use, small group work or large group activities. Students, faculty and administrators can spend time there reading, doing independent study, using instructional materials and equipment, producing media and preparing for class. School committees and community groups might also find the media center to be a quiet, enjoyable place to meet and work during or after school hours.

IV. Dissemination of information and materials

After materials have been selected and acquired in the media collection, many strategies can be used to inform students and faculty of their availability. Bulletin boards, newsletters, informational handouts, subject-oriented book and materials lists and special displays can encourage the circulation of materials.

Classroom teachers and tutors frequently request lists of materials on a subject by grade levels. Although the publisher's notation of a book's reading level may not always be accurate, it offers a good starting point. Readability formulas are plentiful and easy to administer if you wish to do your own measure of the reading difficulty of materials.

V. Inservice and staff development activities

The media staff can contribute in many ways to inservice sessions for teachers, tutors and volunteers. Workshops might focus on topics such as storytelling, materials production, use and maintenance of audio-visual equipment, new materials and services offered by the media staff. Teachers involved in Right to Read could cooperate with the librarian in planning and conducting a series of inservice sessions on literacy.

VI. Utilization of materials

Because no two individuals learn in an identical way, the librarian's knowledge of the effective use of print and nonprint materials can provide the classroom teacher with valuable help. Advice on how various instructional materials accommodate differing learning styles is always welcome and needed.

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[1]Kathryn Greenwood, *The Role of School Media Services in the Illinois Right to Read Program* Master's thesis, Southern Illinois University, Carbondale, 1975.

Self-Assessment Form
School Library Media Personnel and Right to Read

Directions: Read each of the items in the six major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Acquisition of materials						
A. Involve students and faculty in the selection of materials.						
B. Select a variety of types and levels of instructional materials.						
C. Keep in mind the role the library/media center plays in providing recreational reading opportunities as well as in reinforcing the curriculum.						
II. Service to the Local Right to Read Advisory Council and other committees						
A. Participate in curriculum, textbook adoption and instructional program committees.						
B. Serve on the local Right to Read Advisory Council.						
C. Provide assistance for inservice education committees.						
D. Be aware of formal and informal efforts for teachers, administrators, students and parents to work in groups on instructional or recreational activities.						
III. Utilization of facilities						
A. Use all areas of the library/media center to their best advantage.						
B. Arrange for the center to accommodate individual, small and large group work.						
C. Make the center an inviting place for teachers and students to spend time.						
D. Allow the center to used for school committees and community group meetings.						
E. Open the center for use by the community if their needs are not being met by a public library.						
IV. Dissemination of information and materials						
A. Announce the arrival of new acquisitions.						
B. Make classroom collections of materials on special topics available to teachers upon request.						
C. Display materials throughout the school, in the cafeteria, display cases, the faculty workroom, etc.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Keep teachers informed of books and articles for professional reading.						
E. Work with the staff of the local newspaper to prepare feature articles on materials and equipment now being used in schools or on literacy-related service provided by the library/media center.						
F. Disseminate lists of reading materials and the difficulty levels of each.						
V. Inservice and staff development activities						
A. Help plan inservice sessions for teachers, tutors and volunteers.						
B. Offer to conduct inservice workshops on media-related topics such as storytelling, materials production and equipment maintenance.						
C. Provide library/media center materials, equipment, facility and staff for the implementation of staff development activities.						
D. Hold a series of parental education programs after school or at night in the library/media center.						
VI. Utilization of materials						
A. Work with teachers to help make them aware of the most effective way of using print and non-print materials.						
B. Be sure to underscore how recreational reading on a topic related to what is being studied can provide learning experiences in the same way that reading for information does.						
C. Help teachers select materials best suited to the reading level of each student.						
D. Find out if there is a need to circulate materials to the community. If so, assess whether the collection is large enough to provide such a service and determine the willingness of the administrators to begin such an activity.						

The Reading Resource Specialist: District-Level or Building-Level

Curriculum directors, assistant superintendents or subject area specialists can stimulate interest in a new priority or instructional focus. Recently the emphasis on reading instruction has been shifted back to the classroom teacher, with less dependence on the remedial reading teacher. Reading resource specialists at the district level or building level are working with classroom teachers to coordinate and integrate communication skills into the entire curriculum. This section will focus on the roles and responsibilities of these specialists, although they could be generalized to anyone on the curriculum development staff.

There are three main responsibilities of the Reading Resource Specialist. In some cases the local Right to Read director might serve many or all of these functions.

I. Coordinate a total school developmental reading program.

First, a complete testing program should be initiated in the school. Every teacher should be knowledgeable of the reading levels of each student in his/her classroom. The Reading Resource Specialist can then help the teacher select materials and design instructional strategies to meet student reading needs.

II. Work with faculty and administrators on staff development activities

Teachers and administrators should have competencies and awarenesses related to the teaching of reading and the communication skills. This can be done at various times during the school day: through observation and demonstration in the classroom, during teacher preparation time, in conjunction with the program of regularly scheduled inservice activities or at other specially designated times. The Reading Resource Specialist can aid content area teachers in building reading and study skills related to their field in order to meet the needs of individual students more effectively.

He/she can also provide formal or informal assistance in the following areas: selecting and using diagnostic instruments, grouping, using readability formulas, teaching special reading/literacy skills and selecting appropriate materials. In addition, the Reading Resource Specialist can provide courses in reading to the district or provide special activities with consultants in reading and literacy.

III. Provide assistance in individual classrooms

In the classroom the Reading Resource Specialist can help teachers set up learning centers for reinforcement of instruction, demonstrate new or unique teaching strategies or engage in team teaching. In addition, he/she can help organize skills kits or files, evaluate the results of reading tests, recommend follow-up activities for various students and suggest ways to work with individuals or groups of students.

Self-Assessment Form
The Reading Resource Specialist and Right to Read

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Coordinate the total school developmental reading program						
A. Make sure that the school has a complete testing program.						
B. Inform teachers of the reading levels of students in their classroom.						
C. Plan activities to meet student needs by reading level.						
D. Invite student or community volunteers to work in the schools if they are wanted and welcomed by the teachers and administrators.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Needs Assistance	Would Provide Assistance
II. Work with faculty and administrators on staff development activities						
A. Keep administrators informed of promising or validated reading/literacy programs and practices.						
B. Provide workshops during regularly scheduled inservice sessions.						
C. Work with content area teachers and other staff on continuous formal and informal inservice activities.						
D. Bring university courses in reading or special consultative services to the district.						
III. Provide assistance in individual classrooms						
A. Do team teaching with other teachers.						
B. Help organize interest centers or other classroom activities.						
C. Assist in the establishment of programs and activities to meet individual student needs.						

Administration: The Principal

The building-level principal provides an essential link between the policy-makers in a school district—the superintendent and the Board of Education—and those who carry out the policies—the classroom teachers. Certain qualities are important if the principal is to function effectively in helping to develop a Right to Read program in his/her school. Some of these characteristics are:

1. Knowledge of the reading process, obtained from experience as a classroom teacher, observation of competent teachers, enrollment in graduate courses in reading, attendance at reading/literacy conferences or extensive professional reading in the field.
2. Development of a close working relationship with all staff, including especially the reading specialist and classroom teachers with strong backgrounds in reading/literacy.
3. Consultation with staff before new programs are initiated, followed by inservice training if it is needed.
4. Provision in the budget for the acquisition of instructional materials, supplementary texts and other aids.
5. Encouragement and support of action research and innovation, but not at the expense of programs that have proven successful.
6. Maintenance of the support and respect of the community as a person and an educational leader.

The principal is in a position to create a learning environment that is unique to his/her own building. The leadership role the principal plays focuses on four main areas, which are listed and described on the next page.

I. Create a healthy learning and working environment

The principal can challenge people to work toward an ever-expanding vision of excellence. By creating an environment for student and teacher growth that is free of threats and negativism, each person's creative talents and skills can be enhanced. The principal should recognize the strengths of students and staff and build upon them, lessening the effect of the weaknesses.

II. Lead in the development of a building-wide reading/literacy program

First, goals and objectives should be developed by administrators, faculty and perhaps parents and students. Then relationships among these constituencies need to be built which are individually and mutually satisfying and strengthening. Open lines of communication should exist between and among the staff, the central office and the community. Staff development activities and the establishment of an atmosphere of sharing will greatly enhance the implementation of a reading/literacy program.

III. Coordinate all available resources

The optimal use of human, material and financial resources depends first upon a complete inventory of these resources. Then a plan can be developed which makes the most effective use of these resources to meet goals and objectives. The principal is ultimately responsible for the coordination of all aspects of the reading/literacy program, including the allocation of time and money, the use of community volunteers and the modification of previous policies and procedures when necessary.

IV. Communicate with everyone involved

First, a program evaluation procedure should be developed which allows for immediate feedback to teachers and justifies any corresponding alterations of process or procedure.

Students should be made aware of their progress, as should their parents. Through newsletters, meetings, and dissemination in the mass media, the community can be kept informed of the school's reading/literacy efforts. Central office administrators and the Board of Education should remain current on all aspects of program development.

Self-Assessment Form

The Principal and Right to Read

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Create a healthy learning and working environment						
A. Know the reading process.						
B. Develop a positive working relationship with the staff.						
C. Challenge students and teachers to work toward an ever-expanding vision of excellence.						
D. Stimulate students and teachers to grow intellectually and socially.						
II. Lead in the development of a building-wide reading/literacy program						
A. Encourage and support action research and innovation.						
B. Work with staff and others to develop reading/literacy goals and objectives.						
C. Foster positive relationships among everyone involved in the program.						
D. Provide for inservice and staff development activities to enhance program implementation.						
III. Coordinate all available resources						
A. Take a complete inventory of human material and financial resources.						
B. Plan how these resources can be used most effectively to meet goals and objectives.						
C. Coordinate every aspect of the reading/literacy program.						
D. Allow enough money in the budget to purchase instructional materials and other supplementary aids needed in the program.						
E. Encourage the use of community or student volunteers in many phases of the reading/literacy program.						
IV. Communicate with everyone involved						
A. Provide for continuous feedback in the evaluation of the program.						
B. Keep students and parents informed of progress.						
C. Make the community aware of the school's reading/literacy efforts.						
D. Keep the district administrators and Board of Education up-to-date on all aspects of program development.						

Administration: The Superintendent

The school superintendent serves as a liaison between many groups and population segments. On one hand the superintendent is often called upon to represent student or faculty perspectives and opinions to the Board of Education. By the same token, the superintendent is the one responsible for interpreting Board policy to principals, teachers, students and the community. When a new program is initiated or when additional funds or reallocation of resources is needed, the superintendent can demonstrate his/her commitment by presenting a strong case to the Board of Education and the community.

The superintendent is ultimately responsible for the quality of a district's educational program. He/she needs to be responsive to many special interest groups who often propose conflicting programs or solutions to needs. Leadership qualities that depend on open communication, coordination of programs and resources and the development of an atmosphere for growth and a healthy school-community relationship are essential. Listed below are some of the main roles and responsibilities of the district superintendent:

I. Spearhead Right to Read program development

There are few cases where programs have succeeded without the philosophical and overt support of the superintendent. There will be less innovation and action research in a district where it is not encouraged by the superintendent. The reverse of that is true as well. Staff, students and community look to the superintendent for rejection or sanction of a myriad of program ideas and strategies.

Through professional reading, participating in organizations and conferences and maintaining communication with other school districts throughout the state, the superintendent can remain aware of current trends in Right to Read program development. It is also necessary to visit with other administrators, faculty and students in the district to determine their attitude about existing literacy services. If it is appropriate, the superintendent can establish a curriculum committee to devise reading/literacy alternatives for the district and the community.

The superintendent should be involved in all phases of Right to Read program planning: assessment of existing services, needs and resources; development of goals and alternative plans for reaching them; selection of final goals and objectives; solicitation of support among the staff and community; implementation of the program; and on-going and final evaluation of the effort.

II. Solicit support for the Right to Read program

There are many potential roadblocks that can hinder successful program implementation. Most of them stem from lack of support of one kind or another. Community support can begin with the endorsement of the program by the Board of Education. Other means of communicating with the public, through meetings, newsletters and the mass media, for instance, can follow acceptance of the program by the Board of Education.

There should be adequate professional staff, supported by teacher aides and/or volunteers, to implement all aspects of the program effectively. Facilities to conduct the program, materials and a budgetary allotment for additonal commodities are also needed.

III. Provide staff development activities

In some cases there can be support at all levels for a new concept or program, but it still has a good chance of failure. This is often related to the fact that those involved in program implementation do not receive the inservice education they need to function effectively. The superintendent should lead efforts to improve and expand staff development activities in the district. When a new Right to Read program is begun, professionals, paraprofessionals and volunteers should receive thorough inservice training first. Where preservice education is concerned, the superintendent can influence hiring practices so that applicants who have knowledge of the reading process receive priority.

Self-Assessment Form
The Superintendent and Right to Read

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each.

	KNOWLEDGE/EXPERIENCE			
	Comprehensive	Adequate	Inadequate	None
I. Spearhead Right to Read program development				
A. Become familiar with current reading/literacy trends and instructional programs				

	KNOWLEDGE/EXPERIENCE			
	Comprehensive	Adequate	Inadequate	None
B. Withhold judgement on innovative practices until they have been carefully evaluated.				
C. Establish a curruculum committee to devise alternative reading/literacy programs for the district.				
D. Create an atmosphere in the district that encourages planned innovation.				
E. Be involved in all phases of the reading/literacy program planning and implemenation process.				
II. Solicit support for the Right to Read program				
A. Obtain the endorsement of the Board of Education.				
B. Maintain open communication with the public.				
C. Provide adequate staff materials, facilities, commodities, etc., to implement the program.				
III. Provide staff development activities				
A. Offer thorough inservice training for professionals, paraprofessionals and volunteers who will be working on Right to Read efforts.				
B. Hire new staff who have a thorough knowledge of the reading process.				
C. Make sure that staff development activities are on-going and complement alterations in reading/literacy efforts.				

The Board of Education

Much of the responsibility for the success or failure of a new school program rests with the Board of Education. Not only does the Board of Education make policy decisions about goals and methods for achieving them, but it must also explain and interpret them for the public. The Board of Education can be supportive of new programs it endorses in a variety of ways: by disseminating positive, convincing information about the program to the community; by providing steady, enlightened support and encouragement for the staff working on the program; and by helping to create the proper climate for implementing new programs.

Each Board member has key responsibilities, enumerated and explained below:

I. Become informed about the district's Right to Read and related programs.

Visit the schools, making a concerted effort to be knowledgeable of the variety of curricular offerings and instructional approaches. Keep abreast of new trends in education by attending conferences, reading educational publications written for teachers, administrators and members of Boards of Education and maintaining open communication with school administrators, staff and students.

II. Help develop new Right to Read efforts if needed.

In becoming familiar with existing reading/literacy programs, the Board of Education might discover deficiencies or weaknesses that should be overcome. If new or expanded services are offered in response to those needs, Board members can help tell the community about program changes.

An informed community is often a supportive community, aware of school problems and also up-to-date on what is being done about them. As the elected representatives of the community, members of the Board of Education are in a strategic position to communicate to the public the problems, concerns and accomplishments of the school district. Board members should also be supportive of the school staff helping to implement Right to Read efforts.

III. Encourage community involvement in Right to Read programs

The next step beyond informing the community is involving them in educational program planning and implementation. Community representatives, parents and students can provide their perspectives when curricular offerings are being modified. If participation from the various constituencies who will be affected by curricular changes is obtained from the beginning, there is a greater chance for their support at the time of implementation. Board members can help develop positive attitudes among community populations toward the school and encourage them to participate in curricular activities.

IV. Make reading and literacy a priority

A proclamation from the Board of Education declaring reading/literacy a priority would focus attention on ways all resources could be mobilized behind a literacy effort. Backed up with provisions for additional funding to supplement existing reading/literacy programs and establish new ones, this proclamation would soon have the attention of the school and community alike. Expanded programs often call for increased staff, more materials and equipment, re-allocation of available facilities and the creative use of human resources.

Self-Assessment Form
The Board of Education and Right to Read

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
I. Become informed about the district's Right to Read and related programs.						
A. Keep abreast of new trends in education.						
B. Visit schools to become familiar with curricular offerings.						
C. Maintain open communication with administrators, faculty and students.						
II. Help develop new Right to Read efforts if needed.						
A. Assess the existing program of reading/literacy services.						
B. Offer new or expanded programs to alleviate weaknesses or deficiencies in existing programs.						
C. Keep the community informed of new programs.						
D. Be supportive of those helping to implement the Right to Read program.						
III. Encourage community involvement in Right to Read programs						
A. Solicit the assistance of community members in planning and implementing reading/literacy programs.						
B. Request the help of student and community volunteers to serve in a variety of capacities.						
IV. Make reading and literacy a priority.						
A. Issue a proclamation.						
B. Back up the proclamation with provisions for additional funding in the area of reading and literacy.						
C. Reallocate all existing resources behind the literacy effort.						

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